

IMPROVING SMP BAWARI STUDENTS' VOCABULARY MASTERY IN TEACHING DESCRIPTIVE TEXT USING PWIM STRATEGY

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Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana Picture Word Inductive Model (PWIM) strategi bisa meningkatkan penguasaan kosa kata siswa dalam pembelajaran teks deskriptif pada siswa-siswa kelas VII B di SMP Islam Bawari Pontianak. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Alat-alat yang digunakan untuk mengumpulkan data adalah test penguasaan kosa kata, catatan kaki dan daftar pengamatan. Hasil penelitian menunjukkan bahwa siswa-siswa bisa mempraktekkan dan mengidentifikasi pengucapan dan pengejaan, mereka bisa mengkombinasikan objek didalam gambar dengan kata-kata yang tepat dan mereka bisa meningkatkan kemampuan mereka dalam menggunakan kata-kata. Peningkatan juga bisa dilihat dari hasil tes siswa. Pada siklus pertama, ada tujuh siswa yang diklasifikasikan kurang dan beberapa siswa diklasifikasikan cukup. Tapi, pada siklus kedua, klasifikasi kurang menurun dan tersisa dua siswa yang berada dalam klasifikasi kurang, sementara yang lainnya sudah memenuhi standar KKM.

Kata kunci: Penguasaan kosa kata, strategi PWIM

Abstract: This research was conducted to find how Picture Word Inductive Model (PWIM) strategy can improve students' vocabulary mastery in teaching descriptive text to class VII B students at SMP Islam Bawari Pontianak. The method used in this research is classroom action research. The tools of data collection were vocabulary mastery test, field notes and observation checklist. The result showed that students can practiced and identified the pronunciation and spelling, they can combined the objects in the picture with correct words and they can improve their ability in using the words. The improvement also can be seen from the result of the students score. In the first cycle, there were seven students classified in poor and some students in average classification. But, in the second cycle, poor classification decrease and leave two students while the others score have fulfilled the KKM standard.

Keyword: Vocabulary Mastery, PWIM strategy

Vocabulary is the first thing should be taught to the students because without enough vocabulary, they will learn nothing. In this concern, Al Faleet and Keshta (2013:46) explain that vocabulary is a vital part of language that students need to master in order to communicate effectively and it is considered the base for other skills. So, the students need to have wide range of vocabulary in order to be able to learn language skills and to communicate in English. Furthermore, to reach the educational goals mentioned in 2006 Curriculum (KTSP 2006)

especially for junior high school, students are demanded to master their vocabulary.

At school, especially at SMP Islam Bawari Pontianak, vocabulary is taught by integrating language skills such as speaking, writing, reading and listening. Then, the teacher teaches vocabulary implicitly to the students through some kinds of text such as descriptive, narrative, recount, procedure, and report text. Based on pre- observation, the problem comes to the seventh grade students in academic year 2015/2016, especially class B. The teacher complained about her problem when teaching English in the class. The problem is about the students' difficulties in translating the meaning of words, identifying the spelling and pronunciation, and emphasizing the use of words correctly. These problems exist because of students' lackness in vocabulary mastery. It possibly happened because they always were given the translation by the teacher without any stimulus, they were not given the opportunity to participate in practicing the pronunciation and identifying the spelling and emphasizing how to use the words correctly. So, teaching and learning activity became passive, the students looked unmotivated and sometimes they made chaos by themselves because there was no participation.

Concerning to the problem above, this research is expected to help the teacher to solve the problem of the students' difficulties in learning vocabulary by providing a new strategy to be implemented in the class. Considering the importance of vocabulary and the students' problem, the researcher used an appropriate strategy to improve students' vocabulary mastery. The appropriate strategy is about what students do to find out the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and use them in language production (Ruutemets, in Griva, Kamaroudis, and Geladari, 2009:22). One of the appropriate strategies the researcher use is picture word inductive model (PWIM). It is a strategy that uses pictures containing objects and actions in order to students can elicit the words. This strategy was used because it helps the students to memorize the vocabulary, to engage them in spelling and pronouncing the words and to help them participate actively in learning activity.

According to Calhoun (1999:23) the strengths of PWIM are students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery). Then, Students hear and see letters identified and written correctly many times. And students hear the words spelled correctly many times and participate in spelling them correctly. Then, Jiang (2014: 128) points that PWIM is interesting, to study more quickly, to memorize easily, connecting pictures and words, emphasizing how to use these words, acquiring more words, knowing more knowledge, to learn happily, to make the atmosphere lively, to summarize the words by unit, and to memorize those words deeply.

Although, there are many strengths of PWIM but it still has any weaknesses. According to Jiang in her research (2014:130) its weaknesses are; noisy classroom, too many new words at one time, too many writing examples to think of students owns.

In PWIM there are pictures containing familiar objects, actions and scenes, the students can hear and see the words spelled correctly directly and they will analyze word by word. They also read the vocabulary, so it can make them more understandable and make easier to memorize the vocabulary. Here the procedure of Picture word inductive model by Calhoun (1999:23).

- a) Select a picture.
- b) Ask students to identify what they see in the picture.
- c) Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)
- d) Read and review the picture word chart aloud.
- e) Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
- f) Read and review the picture word chart (say the word, spell it, say it again).
- g) Add words, if desired, to the picture word chart and to the word banks.
- h) Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences.

Then, Joyce et al (2009) in Yuliana (2011:24) lists the procedure of PWIM is below;

- a) Select a picture, before the teacher teaches vocabulary to the students through Picture Word Inductive Model, the teacher has to prepare the picture. For example the picture of the situation in garage room.
- b) Ask students to identify what they see in the picture. There are many activities in kitchen room. Ask to the students to identify the activities or thing based on what they see in the picture for example there are drill, saw, dartboard, thinners, pitchfork etc.
- c) Label the picture parts identified. After identifying the activities or thing what they see in the picture, the students draw a line from the identified object or area, then say the word, write the word; ask students to spell the word aloud and then to pronounce it.
- d) Ask students to read the words based on the lines on the chart. In this case the students have to read the word based on the line word chart, identify and classify the word. Example: how to spell thinners, dartboard, why there is consonant *s* in the end of thinners word and etc.
- e) After identifying all about grammar, pronunciation, meaning etc. ask students to generate a sentence or paragraph about the picture word chart.

RESEARCH METHODOLOGY

In this research the researcher conducted classroom action research on Class VII B students of SMP Islam Bawari Pontianak especially class VII B as the subject of research to improve students' vocabulary mastery. This class consist of 35 students. There were 17 male students and 18 female students. Burns (2010:2) defines that "action research is a deliberate way that it is carried out in the problematic situation in order to make improvement." Then, Lodico, Spaulding

and Voeghe (2010:313) also define that “action research is type of research that aims to enact immediate changes in educational setting”. Additionally, Mettetal (2001:7) states that classroom action research is a method of finding out what works best in the own classroom so that teacher can improve student learning.

In conducting this research, the researcher used Kemmis and Mc Taggart cycle. It has four phases, they are; planning, acting, observing and reflecting. It is figured in cycle form.

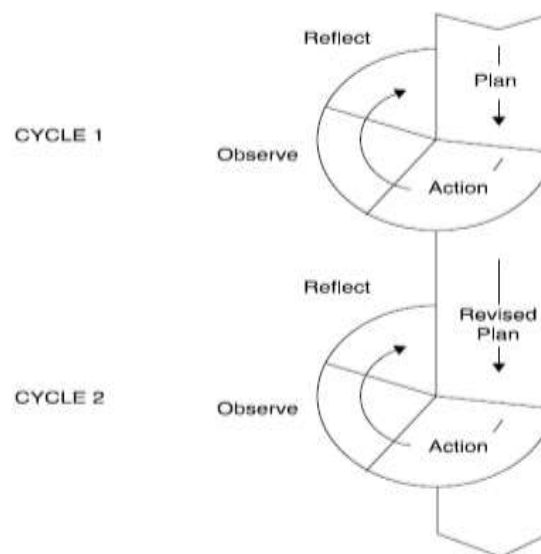


Figure 1
Cyclical Model

Adopted from Kemmis and Mc Taggart (1988) in Burns (2010: 9)

1. Planning

This phase is used to identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where the researcher considers: what kind of investigation is possible within the realities and constraints of teaching situation; and what potential improvements the researcher thinks are possible. So, this phase means that the researcher prepared the observation sheets, field note, lesson plan, test and also prepare the strategy to improve students' vocabulary namely Picture word inductive model (PWIM).

2. Action

In action, the plan is a carefully considered one which involves some deliberate interventions into the teaching situation that the researcher puts into action over an agreed period of time. In this phase, the plan was implemented. The teacher acted in the classroom and used the PWIM strategy in order to improve students' vocabulary mastery.

3. Observation

This phase involves the activities of the researcher observing systematically the effects of the action and documenting the context, actions and opinions of

those involved. In this phase, the researcher as collaborator fill field notes and the observation checklist. The collaborator observed the process of teaching and learning vocabulary mastery through PWIM.

4. Reflection

This phase is used to reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue researcher has explored more clearly. The researcher might decide to do further cycle if any unsatisfied needed to revise.

In this research, the researcher used observation and measurement as the technique of collecting data.

1. Observation Technique
2. Measurement Technique

The tools were used in observation is observation checklist and field notes. Then, in measurement the researcher used test.

1. Observation checklist
2. Field notes
3. Test

Techniques for analyzing data using Descriptive Qualitative Analysis and Descriptive Quantitative Analysis. According to Berg (2001:35) there are three stages in analyzing qualitative data, they are data reduction, data display and conclusion and verification. Then, in analyzing quantitative data, the researcher calculated students' score from the test by using the formulation below;

Mean Score

$$M = \frac{\sum x}{N}$$

M = Mean

$\sum X$ = stands for the sum the scores

N = the total numbers of items is a series of group
(Singh , 2006:138)

To know the classification of the score of students, the researcher classified it as in the table classification below;

Table of Classification

Classification	Range score
Excellent	90-100
Good	80-89
Average	70-79
Poor	- 69

(Adapted from Heaton, 1988 : 145)

FINDING AND DISCUSSION

Research Finding

After did a classroom action research to class VII B using Picture Word Inductive Model strategy, students' score in the cycle 1 and cycle 2 can be seen in the table below;

Table 1 and 2
Students' Score Recapitulation in Cycle 1

Sum	2635	Classification	Jumlah	%
Mean (Average)	75	Excellent	10	29
Lowest	25	Good	5	14
Highest	100	Average	13	37
Range Score	75	Poor	7	20

The sum of the students' individual score was 2635. The highest score was 100 and the lowest score was 25. Then, the mean score was 75 based on the formulation below;

$$M = \frac{\sum x}{N}$$

$$M = 2635 : 35 = 75,2857143$$
$$= 75$$

It was classified as average classification.

To see the percentages of the classification in cycle 1, the researcher presented the chart as follow;



Chart 1

Percentages of Classification in Cycle 1

The table and chart described percentages of the students' vocabulary mastery level was classified from poor to excellent. The classification in poor was 20 % (7 students), in average was 37 % (13 students), in good was 14 % (5 students), and in excellent was 29 % (10 students).

Table 3 and 4
Students' Score Recapitulation in Cycle 2

Sum	3000	Classification	Jumlah	%
Mean (Average)	86	Excellent	15	43
Lowest	45	Good	12	34
Highest	100	Average	6	17
Range Score	55	Poor	2	6

The result of students' individual score in vocabulary mastery. The sum of the students' individual score was 3000. Then, the mean score was 86 based on the formulation below;

$$M = \frac{\sum x}{N}$$

$$M = 3000 : 35 = 85,7142857$$

$$= 86$$

It was classified as good classification.

To see the percentages of the classification in cycle 2, the researcher presented the chart as follow;



Chart 2
Percentages of Classification in Cycle 2

It showed the percentages of classification in the cycle 2, the classification of poor was 6 % (2 students), average classification was 17 % (6 students), and good classification was 34 % (12 students). Then, excellent classification was 43 % (15 students).

Discussion

This research was held on Monday, February 22nd 2016 to Wednesday, March 2nd 2016 to class VII B at SMP Islam Bawari, Pontianak. Based on the result/research finding that it was conducted in two cycles which each cycle consisting of four stages in each cycle; planning, action, observation, and reflection. The finding shows about how can PWIM improve students' vocabulary mastery on class VII B students of SMP Islam Bawari in the academic year of 2015/ 2016. In this part, the researcher discussed the findings and they were supported with some with some theories.

At first, the researcher described the things to be considered when implementing PWIM. The improvement could happen because the researcher saw the result of reflection in Cycle 1 and decided to do some particular systematic steps in teaching and learning vocabulary mastery when PWIM was implemented in the classroom. They are such as the teacher has to provide clear picture, so easy to be identified and determined by the students, come to each group, students are given the feedback how to use the words. When the class was noisy, the students that made noisy should be reprimanded, gave them advice. Giving the students more affirmation so, they are more enthusiastic in teaching and learning activity. Then, in order to the other students were from outside always greeted them, so the door must be closed. These steps supported the improvement of teaching and learning vocabulary mastery when PWIM are implemented.

The findings show that there was the improvement of the situation especially in students' participation, motivation, and the atmosphere in the classroom. In the cycle 1 some students did not participated actively, they did not work seriously; they just played with the member and cheated to the other group. But, they were involved in pronouncing and spelling the words well, then in the cycle 2 most students participated actively and they really enjoyed in pronunciation and spelling together. Calhoun (1999:23) explains that PWIM make students hear and see letters, identified and written correctly many times. Students hear the words spelled correctly many times and participate in spelling them correctly. Then, Yuliana (2011: 58) states that students are using pictures related to content material under study, they feel a part of the classroom community and can participate in class activities.

In the cycle 1 some students were unmotivated cause they looked sleepy and laying their head down on the table, then they looked in dreaming when the teacher explained about descriptive text. The explanation of descriptive text just like an information where the teacher introduced the definition and general structure of descriptive text. But, after the short explanation about descriptive text and the teacher start to show the familiar picture which they know as a kitchen, they started to see carefully about what will they do through the picture. They looked so active to do their work with their pair. Meanwhile, in the cycle 2

showed that most students were motivated, they were enthusiastic and they raced each other to finish the task because they still remember about what they did in the last week. They did their task vigorously. Every pair looked so concentrate to do their work. Even, when they did the individual work which it is vocabulary mastery test, they did it more better than cycle 1.

In addition atmosphere in the classroom also was improved from cycle 1 to cycle 2. In the cycle 1, the classroom was noisy because of some students tried to interrupt the other team and some tried to cheat the other team works. Even, some students were outside greeted their friend inside the classroom and made the students in the classroom busy to greet their friend back and some students always asked permission to go out from classroom to pee, and made them ignored their work. But, in the cycle 2 the classroom was not noisy, they were busy with their work, the classroom be more quiet cause the teacher closed the door and reprimand the students. The students are so kindly listened to the teacher and finally they did their work in deep concentrate.

Jiang (2014:128) explains that “PWIM is interesting, to study more quickly, to memorize easily, connecting pictures and words, emphasizing how to use these words, acquiring more words, knowing more knowledge, to learn happily, to make the atmosphere lively, to summarize the words by unit, and to memorize those words deeply. Beside the situation was improved, students’ individual score and mean score also was increased, it was seen from the result of students’ vocabulary mastery test.”

Based on the explanation above, it was seen from the cycle 1 and cycle 2 when implementing PWIM, the researcher found that students’ looked so active to find the objects in the picture and made list of the vocabulary. They study more quickly, memorize easily, easy connecting pictures and words, acquiring more words, knowing more knowledge, to learn happily, to make the atmosphere lively, to summarize the words by unit, and to memorize those words deeply. But, not all students can emphasize how to use the vocabulary to be a sentences because PWIM too focus with so many things objects in the picture, so the teacher had to explain again the way how to use that vocabulary to be one sentence. Some students only can use the example vocabulary by the teacher and it made more time be focused on using the words.

Then the result of vocabulary mastery through Picture Word Inductive Model to the class VII B students of SMP Islam Bawari was improved with considering some particular things to be done by the teacher when implementing PWIM. It can be seen from their score in vocabulary mastery test. So, the teacher and the researcher decided to stop this research till cycle 2, because the focus of this research is just to know the process of implementing PWIM that can improve the students’ vocabulary mastery.

CONCLUSION AND SUGGESTION

Conclusion

The finding shows that the students participated actively during the implementation of PWIM in the classroom. Students practiced and identified the pronunciation and spelling, they combined the objects in the picture with correct

words, and they can improve their ability in using the words. Most students were motivated, they were enthusiastic and raced each other to finish the task. The classroom atmosphere was not noisy, they were busy with their work, and the classroom was more quiet.

The improvement also can be seen from the result of the students score. In the first cycle, there were seven students classified in poor and some students in average classification did not fulfill the KKM standard in that school. But, in the second cycle, poor classification decrease and leave two students while the others score have fulfilled the KKM standard. The mean score also increased from cycle 1 to cycle 2 in which the mean score in the first cycle was 75 (average classification) and increase to 86 (good classification) in the second cycle. So, the researcher concluded that Picture Word Inductive Model can improve vocabulary mastery of the class VII B students of SMP Islam Bawari Pontianak in the academic year 2015/ 2016.

Suggestion

The researcher has some suggestion related to the use of Picture Word Inductive Model (PWIM) in teaching vocabulary mastery to the English teacher, the students, and the other researchers.

1. For the English teacher

It is suggested to the teacher in using PWIM strategy, that they should:

- a. Provide clear picture in order to it can be identified by students easily.
- b. Manage and control the class such as; come to each group and reprimand the student who make noisy. If necessary, the teacher should close the door in order to prevent any disturbances from the outside of classroom.
- c. Give an advice feedback.

2. For the students

It is suggested to the students that they should:

- a. Pay attention to the teacher's explanation.
- b. Follow teacher's instruction.
- c. Be aware their participation in the group especially during discussing
- d. Be courage to ask the teacher if students have any difficulties.
- e. keep calm during teaching and learning is continue.

3. For the other researchers

It is suggested to the other researchers to use this research as a reference for further researches on similar/related topic. In implementing PWIM, this research can be a comparison to the other researches and it can support to provide additional data for other researches to enrich their existing data.

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